

**TEACHING AND LEARNING PRONUNCIATION BY USING
SHADOWING IN IMITATION TECHNIQUE AT SMP
MUHAMMADIYAH 7 SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree in Department of English Education**

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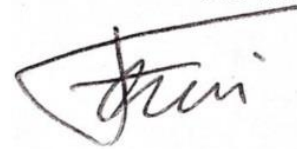
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TEACHING AND LEARNING PRONUNCIATION BY USING SHADOWING IN IMITATION TECHNIQUE AT SMP MUHAMMADIYAH 7 SURAKARTA

Abstrak

Penelitian ini menjelaskan tentang implementasi dan kesulitan guru dalam mengajar dan belajar pengucapan dengan teknik shadowing dalam imitasi di SMP Muhammadiyah 7 Surakarta. Jenis penelitian yang digunakan adalah deskriptif kualitatif. Subjek penelitian ini adalah dua orang guru dan siswa kelas delapan SMP Muhammadiyah 7 Surakarta dengan dua kelas yang berbeda. Setiap kelas diwakili oleh tiga siswa yang terdiri dari laki-laki dan perempuan. Hasil penelitian ini menunjukkan bahwa penerapan pembelajaran pengucapan dengan teknik shadowing dalam imitasi dapat meningkatkan keterampilan pengucapan siswa. Namun, para siswa menghadapi kesulitan sebagai berikut: 1. Mereka sering merasa tidak mampu memahami apa yang diucapkan oleh penutur bahasa Inggris. Mereka memiliki masalah dengan standar pengucapan Bahasa Inggris. 2. Mereka tidak dapat mengidentifikasi arti dari kata-kata tersebut terutama untuk kata-kata yang memiliki bunyi yang mirip. 3. Mereka tidak dapat mengontrol kecepatan pembicara, tidak dapat mengulangi, dan berkonsentrasi. Beberapa siswa merasa lebih mudah untuk memahami dan mempraktikkan pengucapan dengan lancar saat menggunakan teknik membayangi dalam meniru. Alhasil, mereka senang karena teknik tersebut menggunakan media youtube atau video yang lebih menarik minat belajar.

Kata kunci: pengucapan, membayangi, menirukan, implementasi, kesulitan.

Abstract

This study explains the implementation and difficulties of teachers in teaching and learning pronunciation by using shadowing in imitation technique at SMP Muhammadiyah 7 Surakarta. This type of research is descriptive qualitative. The subjects of this study were two teachers and eighth grade students of SMP Muhammadiyah 7 Surakarta with two different classes. Each class was represented by three students consisting of males and females. The results of this study indicate that the implementation of teaching pronunciation using shadowing in imitation technique improve the pronunciation skill of the students. However, the students faced difficulties as follows: 1. They often felt that they were unable to understand what was said by English speakers. They had problems with their pronunciation of Standard English. 2. They were unable to identify the meaning of the words especially for the words which have similar sounds. 3. They were unable to control the speed of the speakers' speeches, to get repeated things, and to concentrate. Some students found it easier to understand and practice pronunciation fluently when using shadowing in imitation technique. As a result, they were happy because the technique used youtube or video as media which attracted more interest in learning.

Keywords: pronunciation, shadowing, imitation, implementation, difficulties

1. INTRODUCTION

The process of English teaching and learning especially for Junior High School students is in dire need of special attention. English language skills were developed in interactions between students and teachers during the teaching and learning process. In terms of the language learning, Flanders and Moskowitz (in Brown, 2001) categorize the language activities in the classroom into 2 categories, namely teacher-talk and student-talk. The foreign language interaction (FLINT) model was adapted from Flanders and Moskowitz (cited in Brown, 2001:170) . On the informational level, students are able to access the knowledge of the language skills, while on the epistemic level students are able to express the knowledge in the target language (Wells in Depdiknas, 2006).

As a global language, of course, English has certain countries wherein people speak it as a first language. USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa and several Caribbean countries are among the thirty territories that use English as the first language (Crystal, 1997; Graddol, 1997; Komin, 1998). Nowadays English has become an international language. People from various countries use English to communicate. The Indonesian government chose English as the main foreign language taught in schools. A language gains a status as a global language when it has a special role that is recognized in every country in the world (Crystal, 1997).

Developing communicative competence in spoken and in junior high is aimed to at enabling students to reach functional level in a sense that they can communicate in spoken and written way to solve daily problems (Hartoyo, 2011) written language to reach functional and performative literacy. English is the first foreign language to be studied for Junior High School students, and they only learn simple English patterns. As beginners, sometimes students have very limited knowledge of English, where each student has certain problems in the learning process, one of which is in the pronunciation process. Developing students' understanding about the relationship between language and culture is thus needed (Hartoyo, 2011).

Pronunciation is a person's ability to understand a sound system which has a direct effect on the meaning of words in a language. Harmer (2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility. One pronunciation technique for school students is to use imitation and shadowing.

There are some techniques that can be used to increase English pronunciation. One of them is in Shadowing in Imitation Technique. Shadowing in Imitation is one of training techniques for simultaneous interpreting. Language educators give much interest to this technique in improving pronunciation skill. Listening and speaking cannot be separated from imitation and shadowing technique. Shadowing in imitation technique is a simple technique and everyone can apply it in learning English.

This research is aimed at the teacher implementation and the difficulties in teaching and learning pronunciation by using shadowing in imitation technique.

2. METHOD

This research refers to a qualitative research method. Interviews were conducted with students and teachers, aiming to find out the teachers' implementation of using shadowing in imitation technique in teaching pronunciation and the difficulties experienced by the students and teachers of using shadowing in imitation as a technique in teaching pronunciation at SMP Muhammadiyah 7 Surakarta. The subjects of this study were the eighth grade students of SMP Muhammadiyah 7 Surakarta. There were two classes

taught by two different English teachers, and also selected three students consisting of males and females with high, medium, and low level from each class. The researcher has collected the data in the form of interview transcripts containing the process of teaching pronunciation by using shadowing in imitation technique.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 The Implementation of Using Shadowing in Imitation Technique in Teaching Pronunciation

1) Listening to MP3/MP4 related to the topic.

Teacher 1 directed the students to listen to videos with simple conversation topics. And then Teacher 2 gave the students a video about a simple speech. Two different topics were used by each teacher at a simple level which aimed to make the students' understanding better on the content of the video.

From this first step, it can be seen that the most important thing was to prepare all the media needed and determined the topic of each video.

2) Understanding pronunciation from the audio or video

The teachers asked the students to pay attention to the video. Then the teachers gave instructions to the students to listen to and understand the conversation.

This implementation of the two teachers shows that the teachers must guide the students to pay their attention to the related videos and directed the students to understand the conversation topics and speeches from the videos.

3) Trying to imitate what the speaker says.

After paying attention to the videos, the students were directed to repeat the sentences spoken from the videos as parts of the speeches.

In this step, the two teachers directed their students to repeat sentences from each video hoping that students could immediately practice the repetitions smoothly and correctly.

4) Repeating the steps until the students were able to follow the speaker correctly at almost the same time.

If there were still students who had not been able to practice pronunciation correctly. Then the steps were repeated several times until the students were able to produce pronunciation correctly. Because some

students were unable to pronounce some words correctly, the steps had to be repeated until all of the students were able to practice pronunciation correctly and fluently.

Finally, if there were still students who had not been able to practice pronunciation correctly, the steps were repeated several times until the students were able to pronounce the sounds correctly.

3.1.2 The Difficulties of Using Shadowing in Imitation Technique in Teaching and Learning Pronunciation

1) Teachers' Difficulties in Teaching Pronunciation Using Shadowing in Imitation Technique

a) Unable to concentrate.

Teacher 1 : Siswa terkadang kurang memperhatikan guru dalam pembelajaran. Begitu juga siswa kurang praktik pronunciation. Ketika guru berada di depan kelas mengarahkan praktik pronunciation, semua siswa bisa mengikuti. Namun ketika ditunjuk satu persatu siswa belum bisa mengucapkan dengan baik.

Students sometimes pay less attention to the teacher in learning. Likewise, students lacked pronunciation practice. When the teacher is in front of the class directing pronunciation practice, all students can follow. However, when appointed one by one the students could not pronounce it well.

Students sometimes did not concentrate. They did not pay attention to the shadowing in imitation materials from what the teacher said. Therefore, there were still some students who were appointed one by one. There were still some students who were not able to imitate the words correctly.

b) Unable to understand what was said by English speakers.

Teacher 2 : Siswa masih familiar dengan bahasa inggris. Suasana kelas lain yang ramai juga mengganggu proses pembelajaran. Lidah siswa juga kurang bisa menyesuaikan dalam pronunciation.

Students are still familiar with English. Another noisy classroom atmosphere also interferes with the learning process. The students' tongue is also less able to adjust in pronunciation.

The student's statements indicate that they were still unfamiliar with foreign languages, especially English and had not been accustomed to using it in daily life so that the process of learning pronunciation was not running smoothly.

c) Unable to control the speed of the speaker.

Teacher 2 : Kita harus mengulang-ulang kata lebih dari 5-9 kali agar siswa bisa sampai lancar praktik pronunciation, karena daya kemampuan tiap siswa berbeda-beda.

We have to repeat the word more than 5-9 times so that students can practice pronunciation fluently, because the ability of each student is different.

There were some students who were not able to immediately imitate the pronunciation of sentences correctly. Therefore, the teacher must be able to understand the abilities of each student so that learning outcomes could be maximized.

In students' pronunciation learning, the teachers were not always fluent in providing materials to them. There were difficulties faced such as lack of students' attention, lack of practices for each student and unfamiliar with English, especially in pronunciation practices.

Reflecting on the difficulties, the teachers must be creative in finding other ideas. When the teachers chose to use this technique, they were required to be more open to the students. This means that the teachers provided opportunities for the students to improve their pronunciation skills with their respective abilities, not only in imitating native speakers, but also in practicing their own pronunciation skills for correct grammar and pronunciation.

2) Students' difficulties in Learning Pronunciation Using Shadowing in Imitation Technique

a) Unable to understand what was said by English speakers.

Student 1 : *pembelajaran pronunciation melalui teknik shadowing in imitation kita belum tentu mengerti suara dari video dibanding suara guru yang mungkin kita tebiassa mendengarnya dan pasti mengerti.*

learning pronunciation through the shadowing in imitation technique, we do not necessarily understand the sound from the video compared to the voice of the teacher, which we may hear and certainly understand.

Student 3 : *Sulit memahami kalimat yang didengar..*

It's hard to understand the sentences what we hear.

Some students were not able to understand the sentences they listened from the videos

b) Unable to get repeated things.

Student 2 : *Sulit untuk menirukan kata yang didengar.*

It's hard to imitate the word heard.

The student's statement shows that it was difficult for him to imitate simple conversations and speeches from the videos.

c) Unable to get repeated things

Student 4 : *Saat pengucapan kata-kata yang kadang kurang jelas, sehingga saat menirukannya harus diulang kembali.*

When pronouncing words that are sometimes unclear, so that when imitating it must be repeated.

Student 6 : *Jika dari suara video tersebut kurang jelas saya akan sulit menirukannya sehingga saya harus mendengarkannya kembali.*

If the sound of the video is not clear, I will find it difficult to imitate it so I have to listen to it again.

The students felt that they had to repeat words from the videos' topics because they might not be able to practice pronunciation in just one video playback.

3.2 Discussion

3.2.1 The Implementation in Using Shadowing in Imitation Technique in Teaching Pronunciation

Teacher 1 used Youtube in teaching pronunciation as a medium. According to Watkins and Wilkins (2011), using YouTube both inside and outside the classroom can enhance conversation and pronunciation skills of the students. In the application of shadowing in imitation technique, the teacher used Youtube as a teaching medium by displaying videos to attract the students to learn so that they would not feel bored. This technique was more effective in the learning process because it used existing facilities in the classroom. The teacher only needed to play a video that contained simple sentence fragments to the students. The students were required to be able to imitate the sentences in the videos. If they were not able to practice smoothly, the videos would be played over and over again.

Teacher 2 also used YouTube by displaying native speakers in it with speaker, LCD, and projector facilities in the classroom. It offered the students online materials such as websites for learning which could be integrated and utilized by the teacher in the teaching and learning process in the classroom (Almurashi, 2016). The process was almost the same as that of the first teacher. The teacher must be able to control the class so that the students really understood what was being instructed.

According to Tamai in Sari (2018: 18), "shadowing is an active and highly cognitive activity in which students pay attention to the speech heard and pronounce it back as clearly as possible at the same time they hear it." From this explanation, shadowing in imitation technique made the students pay attention and repeat the sounds as often as possible at the same time they were listening to it.

The implementation process greatly affected the students' improvement. If the implementation was not good, then the materials resulted from the pronunciation learning process delivered to the students did not go well. Likewise, every teacher should be able to implement the

pronunciation learning process properly and clearly. Therefore, the students could apply the results of their learning process from class to their daily lives.

3.2.2 The difficulties of Using Shadowing in Imitation Technique in Teaching and Learning Pronunciation

1) Teachers' Difficulties in Teaching Pronunciation Using Shadowing in Imitation Technique

Teacher 1 stated that the difficulty faced was the condition of the class. When the teacher explained the materials, there were some students who did not pay attention. Therefore, the teacher must arrange a good lesson plan and fit the classroom conditions. In the shadowing in imitation practice process, the students could imitate together. However, when they were appointed one by one, there were still some of the students who could not do it properly. This was because the students might not concentrate on the lesson which is in line with Yilmaz and Yavus (2015). Therefore, the teacher must be patient in dealing with and guiding the students. Another difficulty was that the students usually focused too much on the visuals rather than what were said by the native speakers or the subtitles in the videos. Consequently, the teacher always repeated the videos if there were students who were not paying attention.

Furthermore, teacher 2 had problems with their pronunciation of standard English. This is what Ohata (2004) states that a teacher might have an experience of not using standard English.

In the process of pronunciation through shadowing in imitation technique, the teacher had a difficulty that the condition of the other class was crowded. It interfered with the learning process. However, the teacher anticipated this by diverting the students to the videos that were set. The students' tongues in English pronunciation were also still unfamiliar. As a result, the teacher trained the students slowly until the pronunciation practices became better. The difficulties faced by teachers in the teaching pronunciation using shadowing in imitation technique

were lack of attention from the students in the classroom and the students' unfamiliarity with English. Other class conditions that were crowded also disturbed the learning process which led to lack of students' practices. Each student had different motivation to learn, therefore the teachers must be able to understand the abilities of each student.

2) Students' Difficulties in Learning Pronunciation Using Shadowing in Imitation Technique

Student 1 said that he often felt he could not understand what was said by English speakers. This is in line with Ohata (2004) that students often felt not understanding what was said by English native speakers. Through shadowing in imitation technique, the student was sometimes unable to grasp what native speakers said.

Student 2 found it difficult to imitate the technique because she could not make adjustment. Yilmaz and Yavus (2015) suggests that this phenomenon may be caused by students' difficulty in concentration on the lesson.

Student 3 was unable to control the speed of the speakers' speeches, and unable to get repeated things. This is in line with Yilmaz and Yavus (2015) that students unable to control the speed of the speaker, and unable to repeat something from the displayed video. The student had a difficulty in practicing pronunciation using shadowing in imitation technique because the speeches were too fast and must be repeated many times.

Student 4 often felt that he could not understand what were said by other English speakers. Ohata (2004) states that they often feel cannot understand what was said by other English speakers, and also in line with Yilmaz and Yavus (2015) that the students do not concentrate on the learning that has been delivered. In delivering materials using the technique, the words spoken were less clear. The student must pay attention to focus more in learning.

Based on student 5, he did not have any experience of difficulties because the process of using this technique was suitable for him.

Moreover, student 6 could imitate well. It was inversely proportional to make shadowing. If the sound from the video was not clear, the student must listen to it over and over again until they could mimic it correctly.

The students were usually encouraged to imitate the speaker's speaking style as much as possible, using the same rhythm, pressure, intonation, etc. Interestingly, shadowing was for language learning first popularized in Japan, where it is already in use as (somewhat controversial) technique for training simultaneous translators (Boye & Stewart: 2009). This technique turned out to be good used for Indonesian students.

The difficulties faced by the students in practicing teacher-directed pronunciation through shadowing in imitation technique was the sound from the video was too fast or unclear because the students might not be able to grasp the sounds quickly. However, some students found it easier to understand and practice pronunciation fluently when using shadowing in imitation technique This is because the technique used Youtube or videos as media which attracted more interest in learning although there should be a lot of practices of repetition.

4. CLOSING

The teachers had applied the shadowing in imitation technique in the English learning process properly because this technique could be used in Junior High Schools for learning English. However, some difficulties were found. The difficulties faced by the teachers were that the students did not pay attention to the teachers when they were teaching and lack of practices independently. The difficulties faced by the students in learning pronunciation using the shadowing in imitation technique were that they were unable to understand what were said

by the English speakers, unable to control the speed of the speaker, unable to get repeated things, and unable to concentrate.

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